



The Tunnel

Anthony Browne

Anthony Browne The Tunnel

**William Kilpatrick, Gregory
Wolfe, Suzanne M. Wolfe**



Anthony Browne The Tunnel:

The Tunnel Anthony Browne, 1989 Scornful of his younger sister's fears a young boy decides to explore a tunnel forcing her to go after him when he doesn't return

The Tunnel by Anthony Browne, 1998 **Reading Anthony Browne's 'The Tunnel' with Young Learners of English (5th and 6th Grade)** Maren Hecht, 2011 **How Picturebooks Work**

Maria Nikolajeva, Carole Scott, 2013-02-01 *How Picturebooks Work* is an innovative and engaging look at the interplay between text and image in picturebooks. The authors explore picturebooks as a specific medium or genre in literature and culture, one that prepares children for other media of communication and they argue that picturebooks may be the most influential media of all in the socialization and representation of children. Spanning an international range of children's books, this book examines such favorites as *Curious George* and *Frog and Toad Are Friends* along with the works of authors and illustrators including Maurice Sendak and Tove Jansson among others. With 116 illustrations, *How Picturebooks Work* offers the student of children's literature a new methodology, new theories, and a new set of critical tools for examining the picturebook form.

Recycling Red Riding Hood Sandra Beckett, 2013-10-11 Sandra Beckett's book explores the contemporary retelling of the Red Riding Hood tale in Western children's literature. *Learning with Literature in the Canadian Elementary Classroom* Joyce Bainbridge, Sylvia Joyce Pantaleo, 1999-11 Grade level 1 2 3 4 5 6 7 k p e i t

Critical and Creative Perspectives on Fairy Tales Vanessa Joosen, 2011 An intertextual approach to fairy tale criticism and fairy tale retellings. Marcia K. Lieberman's *Some day my prince will come*. Bruno Bettelheim's *The uses of enchantment*. Sandra M. Gilbert and Susan Gubar's *The madwoman in the attic*. **Children's Literature and Learner Empowerment** Janice Bland, 2013-07-22 Children's literature can be a powerful way to encourage and empower EFL students but is less commonly used in the classroom than adult literature. This text provides a comprehensive introduction to children's and young adult literature in EFL teaching. It demonstrates the complexity of children's literature and how it can encourage an active community of second language readers with multilayered picturebooks, fairy tales, graphic novels, and radical young adult fiction. It examines the opportunities of children's literature in EFL teacher education, including the intertextuality of children's literature as a gate opener for canonised adult literature, the rich patterning of children's literature supporting Creative Writing, the potential of interactive drama projects. Close readings of texts at the centre of contemporary literary scholarship, yet largely unknown in the EFL world, provide an invaluable guide for teacher educators and student teachers, including works by David Almond, Anthony Browne, Philip Pullman, and J. K. Rowling. Introducing a range of genres and their significance for EFL teaching, this study makes an important new approach accessible for EFL teachers, student teachers, and teacher educators. Functional Grammatics Mary Macken-Horarik, Kristina Love, Carmel Sandiford, Len Unsworth, 2017-10-03 This book provides a re-conceptualization of grammar in a period of change in the communication landscape and widening disciplinary knowledge. Drawing on resources in systemic functional linguistics, the

book envisions a functional grammar relevant to disciplinary domains such as literary study rhetoric and multimodality It reimagines the possibilities of grammar for school English through Halliday's notion of functional grammar Functional Grammar is founded on decades of research inspired by systemic functional linguistics and includes studies of grammatical tools useful to teachers of English research into visual and multimodal literacies and studies of the genre grammar connection It aims to be useful to the interpretation and composition of texts in school English portable in design across texts and contexts and beneficial for language development The book will be of interest to researchers and teacher educators as well as undergraduate and postgraduate students and practicing teachers committed to evidence-based professional development

Children Reading Picturebooks Evelyn Arizpe, Morag Styles, 2015-11-27 Children Reading Pictures has made a huge impact on teachers scholars and students all over the world The original edition of this book described the fascinating range of children's responses to contemporary picturebooks which proved that they are sophisticated readers of visual texts and are able to make sense of complex images on literal visual and metaphorical levels Through this research the authors found that children are able to understand different viewpoints analyse moods messages and emotions and articulate personal responses to picture books even when they struggle with the written word The study of picturebooks and children's responses to them has increased dramatically in the 12 years since the first edition was published Fully revised with a review of the most recent theories and critical work related to picturebooks and meaning making this new edition demonstrates how vital visual literacy is to children's understanding and development The second edition Includes three new case studies that address social issues special needs and metafiction Summarises key findings from research with culturally diverse children Draws upon new research on response to digital picturebooks Provides guidelines for those contemplating research on response to picturebooks This book is essential reading for undergraduate and postgraduate students of children's literature as well as providing important reading for Primary and Early Years teachers literacy coordinators and all those interested in picturebooks

The Routledge Companion to Picturebooks Bettina Kümmerling-Meibauer, 2017-12-06 Containing forty-eight chapters The Routledge Companion to Picturebooks is the ultimate guide to picturebooks It contains a detailed introduction surveying the history and development of the field and emphasizing the international and cultural diversity of picturebooks Divided into five key parts this volume covers Concepts and topics from hybridity and ideology to metafiction and emotions Genres from baby books through to picturebooks for adults Interfaces their relations to other forms such as comics and visual media Domains and theoretical approaches including developmental psychology and cognitive studies Adaptations With ground-breaking contributions from leading and emerging scholars alike this comprehensive volume is one of the first to focus solely on picturebook research Its interdisciplinary approach makes it key for both scholars and students of literature as well as education and media

Children Reading Pictures Evelyn Arizpe, Morag Styles, 2004-08-02 This book describes the fascinating results of a two-year study of children's responses to contemporary picturebooks Children of

primary school age from a range of backgrounds read and discussed books by the award winning artists Anthony Browne and Satoshi Kitamura They then made their own drawings in response to the books The authors found that children are sophisticated readers of visual texts and are able to make sense of complex images on literal visual and metaphorical levels They are able to understand different viewpoints analyse moods messages and emotions and articulate personal responses to picturebooks even when they struggle with the written word With colour illustrations and interviews with the two authors whose books were included in the study this book demonstrates how important visual literacy is to children s understanding and development Primary and Early Years teachers literacy co ordinators and all those interested in children s literature will find this a captivating read *Developing Children's Critical Thinking through Picturebooks* Mary Roche,2014-07-25 This accessible text will show students and class teachers how they can enable their pupils to become critical thinkers through the medium of picturebooks By introducing children to the notion of making meaning together through thinking and discussion Roche focuses on carefully chosen picturebooks as a stimulus for discussion and shows how they can constitute an accessible multimodal resource for adding to literacy skills while at the same time developing in pupils a far wider range of literary understanding By allowing time for thinking about and digesting the pictures as well as the text and then engaging pupils in classroom discussion this book highlights a powerful means of developing children s oral language ability critical thinking and visual literacy while also acting as a rich resource for developing children s literary understanding Throughout Roche provides rich data and examples from real classroom practice This book also provides an overview of recent international research on doing interactive read alouds on what critical literacy means on what critical thinking means and on picturebooks themselves Lecturers on teacher education courses for early years or primary levels classroom teachers pre service education students and all those interested in promoting critical engagement and dialogue about literature will find this an engaging and very insightful text *The SAGE Handbook of Early Childhood Literacy* Joanne Larson,Jackie Marsh,2012-11-09 This new edition of the much loved Handbook of Early Childhood Literacy has been revised and updated to retain its cutting edge focus on emergent and important areas of research This comprehensive work guides the reader through current social cultural and historical analysis on a global scale The new edition contains a greater range of methodologies and chapters on space and literacy disabilities and early childhood literacy digital literacies indigenous literacy play and literacy policy In the Handbook readers will find coverage of all the key topics in early childhood literacy The exceptional list of contributors offers in depth expertise in their respective areas of knowledge The Handbook is essential for Undergraduate students Masters students PhD students CPD students researchers and literacy centre personel The second edition of this internationally respected and widely used text encompasses a myriad of new issues and insights both through new contributions and thoughtfully revised chapters which raise fresh questions and challenges for research and practice In pushing the boundaries still further the handbook retains its rightful place at the forefront of research into early

childhood literacy practice in the 21st century Professor Teresa Cremin Open University UK This handbook provides in depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in social and cultural spaces There is a rich array of research perspectives of children s meaning making through family and digital literacies play and literacy and in school and out of school literacy experiences Yetta Goodman Regents Professor University of Arizona *Books That Build Character* William Kilpatrick, Gregory Wolfe, Suzanne M. Wolfe, 1994-11 William Kilpatrick s recent book *Why Johnny Can t Tell Right from Wrong* convinced thousands that reading is one of the most effective ways to combat moral illiteracy and build a child s character This follow up book featuring evaluations of more than 300 books for children will help parents and teachers put his key ideas into practice **The Primary English**

Encyclopedia Margaret Mallett, 2008-03-25 A comprehensive user friendly and interesting reference book that explains key concepts ideas and current requirements in primary English Includes over 600 entries short definitions of key concepts e g parts of speech succinct explanations of current UK requirements extended entries on major topics such as speaking and listening reading writing drama bilingualism and children s literature up to date information and discussion of important issues key references and accounts of recent research findings a Who s Who of Primary English [Children's Literature in Primary Schools](#) David Waugh, Sally Neaum, Rosemary Waugh, 2016-07-15 How can you help children to develop a love of reading and books Which books are the best ones to use in primary teaching How do you make the most of children s literature in teaching across the curriculum Trainee and experienced primary school teachers need an advanced knowledge of children s literature This is your guide to the range of and scope of children s literature for the primary classroom Through the exploration of different genres it covers a wide range of literature and helps you to consider what we mean by literature Case studies that model good practice are included with suggestions for practical activities using literature to enhance teaching across the curriculum Throughout book recommendations show how specific texts can be used for teaching in exciting and innovative ways What s new to this edition updated in line with the new Primary National Curriculum includes new content on supporting children for whom English is an Additional Language an extensive list of book recommendations for primary teaching how to get more out of classic texts introduces new texts and new children s authors [Jumpstart! Drama](#) Teresa Cremin, Roger McDonald, Emma Longley, Louise Blakemore, 2018-07-24 Jumpstart Drama contains more than forty engaging practical easy to do and highly motivating drama activities which will appeal to busy primary teachers who wish to enliven their practice and make more use of drama in line throughout their teaching Suitable for use across a variety of subjects and for a wide range of learning styles the book introduces teaching practitioners to a range of drama conventions and demonstrates how to use them in the primary classroom Organised in five clear parts this new edition of Jumpstart Drama covers the following topics The relationship and link between drama and literacy Analysing both fiction and non fiction texts through drama conventions Exploring poetry through drama conventions Developing role play and learning

through imaginary worlds With all activities connected to well known texts this fully updated second edition now reflects picturebooks and novels published in the last five years and is ideal for busy primary teachers who wish to encourage their pupils in drama using texts in a dramatic and motivating way

Choosing and Using Fiction and Non-Fiction 3-11 Margaret Mallett, 2019-10-30

Choosing and Using Fiction and Non Fiction 3 11 is a guide for primary teachers to the many kinds of texts children encounter use and enjoy in their nursery and primary school years providing an invaluable insight into the literature available Addressing important issues and allowing for the voices of teachers reviewers and children to be heard it contains suggestions of best practice which offer a more creative approach to learning Including both fiction and non fiction with genres ranging from picturebooks to biographies this fully updated second edition features New coverage on recent books Discussion of new changes in concepts of literacy particularly focused on technological advances in moving image media and virtual worlds The balance between print and screen based texts on developing children s visual and multimodal literacy Annotated booklists for each genre for different age groups New sections on equality diversity and translation Exploring fiction non fiction and poetry

Choosing and Using Fiction and Non Fiction 3 11 is an invaluable resource supporting teachers as they help children on their journey to becoming insightful and critical readers of non fiction and sensitive and reflective readers of fiction

Reading for Learning Maria Nikolajeva, 2014-06-15

How does reading fiction affect young people How can they transfer fictional experience into real life Why do they care about fictional characters How does fiction enhance young people s sense of self hood Supported by cognitive psychology and brain research this ground breaking book is the first study of young readers cognitive and emotional engagement with fiction It explores how fiction stimulates perception attention imagination and other cognitive activity and opens radically new ways of thinking about literature for young readers Examining a wide range of texts for a young audience from picturebooks to young adult novels the combination of cognitive criticism and children s literature theory also offers significant insights for literary studies beyond the scope of children s fiction An important milestone in cognitive criticism the book provides convincing evidence that reading fiction is indispensable for young people s intellectual emotional and social maturation

Decoding **Anthony Browne The Tunnel**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Anthony Browne The Tunnel**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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Table of Contents Anthony Browne The Tunnel

1. Understanding the eBook Anthony Browne The Tunnel
 - The Rise of Digital Reading Anthony Browne The Tunnel
 - Advantages of eBooks Over Traditional Books
2. Identifying Anthony Browne The Tunnel
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Anthony Browne The Tunnel
 - User-Friendly Interface
4. Exploring eBook Recommendations from Anthony Browne The Tunnel
 - Personalized Recommendations
 - Anthony Browne The Tunnel User Reviews and Ratings

- Anthony Browne The Tunnel and Bestseller Lists
- 5. Accessing Anthony Browne The Tunnel Free and Paid eBooks
 - Anthony Browne The Tunnel Public Domain eBooks
 - Anthony Browne The Tunnel eBook Subscription Services
 - Anthony Browne The Tunnel Budget-Friendly Options
- 6. Navigating Anthony Browne The Tunnel eBook Formats
 - ePub, PDF, MOBI, and More
 - Anthony Browne The Tunnel Compatibility with Devices
 - Anthony Browne The Tunnel Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Anthony Browne The Tunnel
 - Highlighting and Note-Taking Anthony Browne The Tunnel
 - Interactive Elements Anthony Browne The Tunnel
- 8. Staying Engaged with Anthony Browne The Tunnel
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Anthony Browne The Tunnel
- 9. Balancing eBooks and Physical Books Anthony Browne The Tunnel
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Anthony Browne The Tunnel
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Anthony Browne The Tunnel
 - Setting Reading Goals Anthony Browne The Tunnel
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Anthony Browne The Tunnel
 - Fact-Checking eBook Content of Anthony Browne The Tunnel
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

Anthony Browne The Tunnel Introduction

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